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ABSTRACT

This technical manual is presented to assist those using the Audit of Principal Effectiveness, an 80-statement evaluation instrument designed to determine teachers' perceptions of principals' effectiveness, allow principals to obtain feedback from teachers regarding strengths and weaknesses, and provide a useful tool for researchers studying school principals. Three "Domains" represent major areas of focus used in the development of the instrument; factors within each domain represent the research-based, conceptual issues that evolved during the analysis of items related to principal effectiveness. In the domain on "organizational development," factors include: (1) organizational direction, (2) organizational linkage, and (3) organizational procedures. The "organizational environment" factors include: (1) teacher relations, (2) student relations, (3) interactive processes, and (4) affective processes. Finally, in the domain on "educational reform," factors include instructional improvement and curriculum improvement. Statistical reliability for factors is indicated, and principles of administration for the instrument are given. Use of the instrument for feedback, professional development, and research are discussed; and information regarding interpretation of results, permission and cost for use, and a copy of the instrument complete with answer sheets are provided. (WTH)

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AUDIT OF PRINCIPAL EFFECTIVENESS:
A USER'S TECHNICAL MANUAL

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and

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Designed and Tested

for

Principal Assessment

in

Elementary, Middle and Secondary Schools

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INTRODUCTION

The Audit of Principal Effectiveness is an instrument designed and validated to determine teachers' perceptions of principals' effectiveness. The instrument can be used by principals to obtain feedback from the teachers in their schools regarding the perceived strengths and weaknesses of the principals, or it can be used by researchers studying school principals.

This User's Technical Manual is provided to assist those who will be using the Audit of Principal Effectiveness. Any questions not answered herein can be answered by contacting the developers of the instrument at the following addresses and telephone numbers.

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1948 Grand Avenue
Laramie, Wyoming 82070

HISTORY AND BACKGROUND

Items for the Audit of Principal Effectiveness were generated from an extensive review of the literature and research relative to the role of the principal. Based upon this research, a pool of 164 items, representing twelve constructs, was generated. The 164 items were divided into two instruments and mailed in 1983 to 3660 teachers (equally divided among elementary, middle level, and high school teachers) across the nation in order to gather data to factor analyze the instrument. The teachers were asked to indicate the degree of importance of each item as it related to the effectiveness of principals. The responses from 926 teachers were factor analyzed.

After factor analysis, nine factors of 110 items remained. Because the instrument contained too many items to be easily used, the instrument was again sent (1984) to a random sample of teachers across the nation in order to gain data for further factor analysis. Of the 3300 teachers (again, even divided among elementary, middle level, and high school) to whom the instrument was sent, 587 returned completed instruments.

Factor analysis on this data yielded six factors; however, the first two factors contained twenty-six and sixteen items. These large factors seemed unwieldy and lacked the desired clarity of description of the macro-roles of the principalship. In order to obtain smaller, more descriptive factors, factors and items were combined along a conceptual framework into three "domains". Each domain was then factor analyzed. Those factor runs produced nine concise factors which describe unique components of the role of the principal.

Major national research studies using the Audit of Principal Effectiveness will be on-going. Populations of "effective" principals and "typical" principals are currently being studied. These major studies, as well as more specific regional and state studies will provide normative data for the instrument.

The three "Domains" described on the following pages represent major areas of focus used in the development of the instrument. The "Factors" described within each domain represent the research based, conceptual issues which statistically and logically evolved during the analysis of the items related to principal effectiveness. These factors collectively describe the most significant issues of the instrument.

DOMAIN AND FACTOR DESCRIPTORS

DOMAIN: ORGANIZATIONAL DEVELOPMENT

The principal understands the direction the school needs to take in order to improve and helps the faculty develop goals which will take the school in that direction. The principal realizes the school does not operate in a vacuum and seeks to provide information about the school to the public and involve the community in the life of the school. The principal uses organizational procedures appropriately to ensure the school operates smoothly.

FACTOR: ORGANIZATIONAL DIRECTION

The principal has high expectations for self, faculty, and school and helps the faculty develop the same level of expectations. The principal envisions future goals and directions for the school, communicates to teachers the directions the school needs to take toward growth, and encourages changes that lead to a better school. The principal helps the faculty develop and reach consensus on the goals of the school.

FACTOR: ORGANIZATIONAL LINKAGE

The principal involves the community in the life of the school and provides information and feedback to individuals and agencies of the community. The principal operates within the policies of the district and maintains a good working relationship with other district administrators. The principal keeps the staff aware of new developments and ideas in education.

FACTOR: ORGANIZATIONAL PROCEDURES

The principal employs and evaluates staff. The principal employs appropriate change strategies. School-related problems are discussed with teachers, and teachers are involved in the decision-making process.

DOMAIN: ORGANIZATIONAL ENVIRONMENT

Through the principal's work with teachers and students, a positive organizational environment is created. The principal's use of effective managerial and organizational procedures in the day-to-day operations of the school also adds to a good working climate.

FACTOR: TEACHER RELATIONS

The principal takes time to listen to teachers, and teachers feel comfortable in sharing ideas and concerns about the school with the principal. The principal is perceptive of teacher needs and gives them the support they need to be effective. The principal compliments faculty when deserving and resolves conflict situations when they arise. Through effective management, the principal promotes a feeling of confidence in the school.

FACTOR: STUDENT RELATIONS

The principal enjoys working with students and finds time to interact with them. Students feel free to initiate communication with the principal. The principal encourages student leadership, helps develop student responsibility, and positively reinforces students. The principal is highly visible to the student body.

FACTOR: INTERACTIVE PROCESSES

The principal uses effective communication skills to keep teachers informed about school operations and administrative decisions. The principal is able to organize activities, tasks, and people. Appropriate rules and procedures are developed by the principal. The principal utilizes a process to keep students informed of school rules and policies, and the principal sets the overall tone for discipline in the school. Systematic procedures for staff appraisal are used by the principal.

FACTOR: AFFECTIVE PROCESSES

The principal works with other leaders of the school in implementing a team approach to managing the school. The principal encourages faculty to be sensitive to the needs and values of other faculty in the school. Humor is used by the principal to improve the school climate. The principal shares personal feelings and opinions about school issues with teachers and helps them to develop a sense of pride and loyalty in the school.

DOMAIN: EDUCATIONAL PROGRAM

The principal is committed to improvement of the educational program. The principal works with teachers to help them improve the quality of their instruction. The principal systematically reviews the curricular program and seeks to make the program fit the needs of the learners of the school. This domain is what sets the principalship apart from managers in other disciplines.

FACTOR: INSTRUCTIONAL IMPROVEMENT

The principal possesses instructional observation skills and actively and regularly participates in the observation and assessment of classroom instruction. The principal is knowledgeable of varied teaching strategies teachers might appropriately use during instruction. When addressing ineffective teaching skills, the principal provides suggestions for improvement. The principal maintains an awareness and knowledge of recent research about the learning process. The principal is committed to instructional improvement.

FACTOR: CURRICULUM IMPROVEMENT

The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes. The principal promotes the development of educational goals and objectives which reflect societal needs and trends. The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs. The principal has a systematic process for program review and change.

LISTING OF ITEMS PER FACTOR AND DOMAIN

DOMAIN: ORGANIZATIONAL DEVELOPMENT (27 Items)

FACTORS:	ITEM NUMBERS:	NUMBER OF ITEMS
ORGANIZATIONAL DIRECTION	Items 1-7	7
ORGANIZATIONAL LINKAGE	Items 8-18	11
ORGANIZATIONAL PROCEDURES	Items 19-27	9

DOMAIN: ORGANIZATIONAL ENVIRONMENT (37 Items)

FACTORS:	ITEM NUMBERS:	NUMBER OF ITEMS
TEACHER RELATIONS	Items 28-40	13
STUDENT RELATIONS	Items 41-48	8
INTERACTIVE PROCESSES	Items 49-57	10
AFFECTIVE PROCESSES	Items 58-64	7

EDUCATIONAL PROGRAM (15 Items)

FACTORS:	ITEM NUMBERS:	NUMBER OF ITEMS
INSTRUCTIONAL IMPROVEMENT	Items 65-72	8
CURRICULUM IMPROVEMENT	Items 73-79	7

RELIABILITY

Reliability estimates for the factors and items are listed below.

ORGANIZATIONAL DEVELOPMENT

ORGANIZATIONAL DIRECTION: Alpha = .8265241

Item	Alpha if Item Deleted
1	.80583
2	.81387
3	.80476
4	.78852
5	.79556
6	.80505
7	.80494

ORGANIZATIONAL LINKAGE: Alpha = .9039905

Item	Alpha if Item Deleted
8	.89529
9	.89138
10	.88841
11	.88950
12	.90068
13	.89652
14	.89319
15	.90291
16	.89576
17	.89271
18	.89800

ORGANIZATIONAL PROCEDURES: Alpha = .8150972

Item	Alpha if Item Deleted
19	.80885
20	.80505
21	.80335
22	.79851
23	.80096
24	.78845
25	.78452
26	.78824
27	.78550

ORGANIZATIONAL ENVIRONMENT

TEACHER RELATIONS: Alpha = .9390590

Item	Alpha if Item Deleted
28	.94237
29	.93382
30	.93294
31	.93680
32	.93640
33	.93370
34	.93238
35	.93336
36	.93132
37	.93170
38	.93072
39	.93054
40	.93652

STUDENT RELATIONS: Alpha = .8980761

Item	Alpha if Item Deleted
41	.88231
42	.88378
43	.89092
44	.88374
45	.88239
46	.88768
47	.88131
48	.88619

INTERACTIVE PROCESSES: Alpha = .8556895

Item	Alpha if Item Deleted
49	.83729
50	.83164
51	.83769
52	.83965
53	.84433
54	.84901
55	.84683
56	.84431
57	.83983

AFFECTIVE PROCESSES: Alpha = .7927474

Item	Alpha If Item Deleted
58	.78149
59	.76656
60	.76313
61	.74273
62	.75199
63	.77995
64	.76791

EDUCATIONAL PROGRAM

INSTRUCTIONAL IMPROVEMENT: Alpha = .8511491

Item	Alpha If Item Deleted
65	.83223
66	.83190
67	.81850
68	.82821
69	.82998
70	.83457
71	.83925
72	.84597

CURRICULUM IMPROVEMENT: Alpha = .8436893

Item	Alpha If Item Deleted
73	.82639
74	.81820
75	.80367
76	.80659
77	.82886
78	.82837
79	.83697

PRINCIPLES OF ADMINISTRATION

The following principles should be followed when administering the Audit of Principal Effectiveness:

1. Anonymity should be guaranteed to teachers completing the instrument. Honesty of answers will be jeopardized if teachers feel the principal will be able to determine their responses. The method of collecting the answer sheets should be such that identification of responders will be impossible.

2. Instructions (whether written or verbal) should stress the importance of teachers giving their honest opinions. In order to accurately determine teacher perceptions of principal effectiveness, honest opinions are essential.

3. Teachers should be instructed to leave an answer blank if they are not aware of how a principal performs relative to that item. Making "guesses" or "assumptions" inhibit obtaining an accurate picture of the principal effectiveness.

4. Teachers should be asked not to discuss the instrument among themselves prior to completing it. The purpose of the instrument is to obtain the perceptions of each teacher regarding principal effectiveness. Discussion of the questions with other teachers prior to completion of the instrument will bias teachers' responses.

INSTRUMENT USE

FOR

FEEDBACK AND PROFESSIONAL DEVELOPMENT

The Audit of Principal Effectiveness was designed to allow principals to determine teachers' perceptions of the principal's skills and abilities. When used for this purpose, the instrument is most effective when administered toward the end of the school year after teachers have had the opportunity to observe the principal function for most of the school year. Annual assessmentsd at approximately the same time each year can be of particular benefit to the principal and school. The instrument could also be used as a pre/post assessment in the fall and spring respectively.

The eighty-item instrument requires about twenty minutes to complete. The instrument can be given to a faculty for completion during a faculty meeting, or it can be given to the teachers to complete on their own time and to be submitted by a certain date. It is recommended that each teacher in the school be allowed to complete the instrument; however, each teacher should be assured of anonymity.

INSTRUMENT USE

FOR

RESEARCH

The Audit of Principal Effectiveness was also designed to provide researchers with a valid, reliable instrument for measuring principal effevtiveness. Factor scores are particularly useful in identifying the relationships between principal skills and other variables within the school setting, e.g. organizational climate, shcool effectiveness, personnel attitudes, administrative style.

Use of the instrument for research purposes should only be conducted with the permission of the principal and other appropriate school system officials.

NORMS

Norms for elementary, middle level, and high school principals should be available in 1987. When available, principals utilizing the instrument can place their factor and item scores in perspective with the normative data from hundreds of other schools across the country.

INTERPRETATION OF RESULTS

Data from the Audit of Principal Effectiveness can be valuable to principals as they attempt to become more effective and/or to researchers as they expand the knowledge base of effective building administration. The following are suggestions for using the data collected from the instrument.

1. Comparison of factor scores: Factor scores should be compared to determine general areas of perceived strength and weakness. Similar factor scores indicate consistency in effectiveness in performance of the various components of the principalship. Variation in factor scores indicates the faculty perceives there are areas in which the principal is more effective than others. Individual items within factors receiving lower scores should be examined closely to determine which skills and abilities need to be targeted for improvement. Personal improvement plans for the following year might reflect these areas.

2. Comparison of item scores: Individual item scores should be examined to determine specific areas of strength and weakness. Analysis of individual items or similar items provides insight into perceptions about specific administrative skills. Scores for all items can be converted into an average instrument score. By comparing an individual item score to the average score for all items, extremely high or low scores can be easily identified.

3. Comparison from year-to-year: It is recommended that the Audit of Principal Effectiveness be given each year. Principals can monitor their growth in effectiveness as perceived by teachers through comparison of factor and item scores from year-to-year.

4. Comparison with the norms: Norms for both a random sample of principals from across the United States and for principals administering schools identified as effective should be available by 1987. Principals can use these norms as a basis to compare themselves with other principals.

PERMISSION AND COST FOR USE

Persons wishing to use the Audit of Principal Effectiveness should contact Dr. Jerry Valentine or Dr. Michael Bowman at the addresses or telephone numbers listed on page one of this Users' Manual.

Costs associated with development and on-going revisions makes it impossible to provide use of the instrument free of charge. The following nominal costs are necessary.

The basic fee for permission to use the instrument in an individual school is $100 plus 50 cents per instrument, including answer sheet. Analysis of the data is also available for $1.00 per instrument. Therefore, if a principal uses the instrument with a faculty of 40 teachers, the cost would be $120 ($100 plus 40 instruments at .50 each) if scored by the user; or, $160 ($100 plus 40 instruments at .50 each and 40 analyses at $1.00 each) if computer scored and results sent to the user. Computer scoring includes individual factor scores, individual items scores and a summary report highlighting areas of strength and weakness.

For districts using the instrument in more than one school, the additional cost is $50 per each additional school rather than the $100 per school, plus the instrument costs, and scoring cost if desired. Data analysis can also include information for individual schools and district norms. Also, districts with numerous schools sometimes prefer to negotiate a single rate for continuous permission to use the instrument in multiple schools for multiple years. For districts planning to use the instrument frequently, this flat permission rate is often best. Districts desiring to print the instrument, rather than purchase instrument and answser sheets from the developers should contact Dr. Valentine for permission and cost.

Persons desiring to use the instrument for research purposes should contact Dr. Valentine for permission and cost. Costs for research purposes usually involve a basic fee for permission to print copies of the instrument and analyze the data regardless of the number of schools studied. The basic research costs are as nominal as possible. A summary of the research findings must be shared with the instrument developers when the study is completed.

This rate structure is effective May 1, 1986 and is subject to change. For current rates, interested parties should contact the developers of the instrument.

COPY OF INSTRUMENT

The following copy of the Audit of Principal Effectiveness is provided so that persons reviewing the instrument for potential use can assess the types of questions in the instrument. Reviewers are reminded that written permission is required before using the instrument.

AUDIT OF PRINCIPAL EFFECTIVENESS
TEACHER FORM 6-86

DIRECTIONS:
There are 80 statements in this instrument. The statements describe specific principalship skills. Because teachers work more closely with principals than any other professional group, teacher perceptions are particularly important. Please take a few minutes to read each statement and mark the answer sheet accordingly. Think about each specific skill statement as you respond. Please do not generalize and respond to a specific item based upon your overall perception of the principal's ability. DO NOT record your name. All responses will be reported as group, not individual, data. Please be honest and candid in your responses.

For each item, mark the number on the answer sheet which corresponds to HOW EFFECTIVELY YOU PERCEIVE YOUR PRINCIPAL PERFORMS EACH OF THE SKILLS identified in the following items. Please use the following nine-point scale as the measure of effectiveness:

1------2------3------4------5------6------7------8------9
(not effective) (moderately effective) (very effective)

---

1. The principal assists the faculty in developing an understanding of, and support for, the beliefs and attitudes which form the basis of the educational value system of the school.
2. The principal provides for the identification of, and the reaching of consensus on, the educational goals of the school.
3. The principal has high, professional expectations and standards for self, faculty and school.
4. The principal helps the faculty to develop high, professional expectations and standards for themselves and the school.
5. The principal envisions future goals and directions for the school.
6. The principal encourages changes in school programs that lead to a better school for the students.
7. The principal communicates to teachers the directions the school's programs need to take toward growth.
8. The principal develop plans for the cooperation and involvement of the community, individuals, and agencies with the school.
9. The princial utilizes resources from outside the school to assist in the study, development, implementation and/or evaluation of the school.
10. The principal provides for the gathering of information and feedback from individuals and agencies in the community.

11. The principal provides for the dissemination of information to individuals and agencies in the community.
12. The principal is supportive of, and operates within, the policies of the district.
13. The principal maintains good rapport and a good working relationship with other administrators of the district.
14. The principal invests time with the district office and other external agencies to obtain support and resources from the agencies.
15. The principal strives to achieve autonomy for the school.

16. The principal develops and implements school practices and policies which synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.
17. The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national, and/or various subcultures within the local community.
18. The principal informs the staff of new developments and ideas in education.
19. During the identification of needed change, the principal's style is more supportive and participative than directive and authoritative.
20. During evaluation of change, the principal's style is more supportive and participative than directive and authoritative.

21. The principal is able to anticipate the effects of decisions.
22. The principal fairly and effectively evaluates school personnel.
23. The principal employs new staff who enhance the overall effectiveness of the school and complement the existing staff.
24. Through discussion with teachers about concerns and problems that affect the school, the principal involves teachers in the decision-making process.
25. The principal discusses school-related problems with teachers, seeking their opinions and feelings about the problem.

26. The principal utilizes a systematic process for change which is known and understood by the faculty.
27. The principal has the patience to wait to resolve a problem if the best solution to that problem is not yet readily apparent.
28. The principal is willing to admit to making an incorrect decision and corrects the decison if feasible.
29. The principal is perceptive of teacher needs.
30. The principal gives teachers the support they need to be effective.

31. The principal diagnoses the causes of conflict and successfully mediates or arbitrates conflict situations.
32. Teachers feel at ease in the presence of the principal.
33. When deserving, teachers are complimented by the principal in a sincere and honest manner.
34. The principal is receptive to suggestions.
35. The principal is accessible when needed.

36. The principal takes the time to listen to teachers.
37. Teachers feel free to share ideas and concerns about school with the principal.
38. When teachers discuss a problem with the principal, the principal demonstrates an understanding and appreciation of how teachers feel about the problem.
39. When talking to the principal, teachers have the feeling the principal is sincerely interested in what they are saying.
40. Through effective management of the day-by-day operation of the school, the principal promotes, among staff, parents, and community, a feeling of confidence in the school.

41. The principal finds the time to interact with students.
42. Students feel free to initiate communication with the principal.
43. Students in the school view the principal as a leader of school spirit.
44. The principal encourages student leadership.
45. The principal helps develop student responsibility.

46. The principal is highly visible to the student body.
47. The principal positively reinforces students.
48. The principal enjoys working with students.
49. The principal keeps teachers informed about those aspects of the school program of which they should be aware.
50. When the principal provides teachers with the information about school operations, the information is clear and easily understood.

51. When teachers are informed of administrative decisions, they are aware of what the principal expects of them as it relates to the decision.
52. The principal is able to organize activities, tasks and people.
53. The principal develops appropriate rules and procedures.
54. The principal uses systematic procedures for staff appraisal, including retention, dismissal or promotion.
55. The principal establishes the overall tone for discipline in the school.

56. The principal establishes a process by which students are made aware of school rules and policies.
57. The principal communicates to teachers the reasons for administrative practices used in the school.
58. The principal works with other leaders of the school in the implementation of a team approach to managing the school.
59. The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.
60. The principal helps teachers clarify or explain their thoughts by discussing those thoughts with them.

61. During meetings, the principal involves persons in the discussion who might otherwise not participate.
62. The principal shares personal feelings and opinions about school issues with teachers.
63. Humor used by the principal helps to improve the school environment by creating a more congenial working climate.
64. Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school.
65. The principal is knowledgeable of the general goals and objectives of the curricular areas.

66. The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.
67. The principal possesses instructional observation skills which provide the basis for accurate assessment of the teaching process in the classroom.
68. The principal actively and regularly participates in the observation and assessment of classroom instruction, including teaching strategies and student learning.
69. The principal has effective techniques for helping ineffective teachers.
70. The principal maintains an awareness and knowledge of recent research about the learning process.

71. When criticizing poor practices, the principal provides suggestions for improvement.
72. The principal is committed to instructional improvement.
73. The principal promotes the development of educational goals and objectives which reflect societal needs and trends.
74. The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.
75. The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.

76. The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.
77. The principal uses objective data such as test scores to make changes in curriculum and staffing.
78. The principal has a systematic process for program review and change.
79. The principal encourages articulation of the curricular program.
80. Using the nine-point scale, give your rating for your principal's overall effectiveness.

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TEACHER FORM,6-86 AUDIT OF PRINCIPAL EFFECTIVENESS Answer Sheet

Please record your responses for the Audit of Principal Effectiveness on this sheet. For each item, circle the number from the following scale which corresponds to how effectively you perceive your principal performs that task or skill. Please be honest and candid in your responses.

1-------2-------3-------4-------5------6-------7-------8------9

(Not Effective) (Moderately Effective) (Very Effective)

1.	1 2 3 4 5 6 7 8 9	31.	1 2 3 4 5 6 7 8 9	61.	1 2 3 4 5 6 7 8 9
2.	1 2 3 4 5 6 7 8 9	32.	1 2 3 4 5 6 7 8 9	62.	1 2 3 4 5 6 7 8 9
3.	1 2 3 4 5 6 7 8 9	33.	1 2 3 4 5 6 7 8 9	63.	1 2 3 4 5 6 7 8 9
4.	1 2 3 4 5 6 7 8 9	34.	1 2 3 4 5 6 7 8 9	64.	1 2 3 4 5 6 7 8 9
5.	1 2 3 4 5 6 7 8 9	35.	1 2 3 4 5 6 7 8 9	65.	1 2 3 4 5 6 7 8 9
6.	1 2 3 4 5 6 7 8 9	36.	1 2 3 4 5 6 7 8 9	66.	1 2 3 4 5 6 7 8 9
7.	1 2 3 4 5 6 7 8 9	37.	1 2 3 4 5 6 7 8 9	67.	1 2 3 4 5 6 7 8 9
8.	1 2 3 4 5 6 7 8 9	38.	1 2 3 4 5 6 7 8 9	68.	1 2 3 4 5 6 7 8 9
9.	1 2 3 4 5 6 7 8 9	39.	1 2 3 4 5 6 7 8 9	69.	1 2 3 4 5 6 7 8 9
10.	1 2 3 4 5 6 7 8 9	40.	1 2 3 4 5 6 7 8 9	70.	1 2 3 4 5 6 7 8 9
11.	1 2 3 4 5 6 7 8 9	41.	1 2 3 4 5 6 7 8 9	71.	1 2 3 4 5 6 7 8 9
12.	1 2 3 4 5 6 7 8 9	42.	1 2 3 4 5 6 7 8 9	72.	1 2 3 4 5 6 7 8 9
13.	1 2 3 4 5 6 7 8 9	43.	1 2 3 4 5 6 7 8 9	73.	1 2 3 4 5 6 7 8 9
14.	1 2 3 4 5 6 7 8 9	44.	1 2 3 4 5 6 7 8 9	74.	1 2 3 4 5 6 7 8 9
15.	1 2 3 4 5 6 7 8 9	45.	1 2 3 4 5 6 7 8 9	75.	1 2 3 4 5 6 7 8 9
16.	1 2 3 4 5 6 7 8 9	46.	1 2 3 4 5 6 7 8 9	76.	1 2 3 4 5 6 7 8 9
17.	1 2 3 4 5 6 7 8 9	47.	1 2 3 4 5 6 7 8 9	77.	1 2 3 4 5 6 7 8 9
18.	1 2 3 4 5 6 7 8 9	48.	1 2 3 4 5 6 7 8 9	78.	1 2 3 4 5 6 7 8 9
19.	1 2 3 4 5 6 7 8 9	49.	1 2 3 4 5 6 7 8 9	79.	1 2 3 4 5 6 7 8 9
20.	1 2 3 4 5 6 7 8 9	50.	1 2 3 4 5 6 7 8 9	80.	1 2 3 4 5 6 7 8 9
21.	1 2 3 4 5 6 7 8 9	51.	1 2 3 4 5 6 7 8 9		
22.	1 2 3 4 5 6 7 8 9	52.	1 2 3 4 5 6 7 8 9		
23.	1 2 3 4 5 6 7 8 9	53.	1 2 3 4 5 6 7 8 9		
24.	1 2 3 4 5 6 7 8 9	54.	1 2 3 4 5 6 7 8 9		
25.	1 2 3 4 5 6 7 8 9	55.	1 2 3 4 5 6 7 8 9		
26.	1 2 3 4 5 6 7 8 9	56.	1 2 3 4 5 6 7 8 9		
27.	1 2 3 4 5 6 7 8 9	57.	1 2 3 4 5 6 7 8 9		
28.	1 2 3 4 5 6 7 8 9	58.	1 2 3 4 5 6 7 8 9		
29.	1 2 3 4 5 6 7 8 9	59.	1 2 3 4 5 6 7 8 9		
30.	1 2 3 4 5 6 7 8 9	60.	1 2 3 4 5 6 7 8 9		

(Please mark the brief demographic questions on the reverse side before returning this answer sheet. Thank you for your time and assistance.)

DEMOGRAPHIC QUESTIONS

The following demographic questions are provided so that better insight can be obtained regarding the perceptions of various groups of teachers. These questions are not presented as a means of identifying individual teachers. Please complete these items before returning the answer sheet. Thank you for your time and assistance.

Please circle the appropriate response:

1.	What is your highest academic degree?	Bachelors		Masters	
		Masters Plus		Doctorate	
2.	How many years have you been a teacher?	0-2	3-5	6-12	13+
3.	How many years have you taught at this level (elem., jr. high, sr. high)?	0-2	3-5	6-12	13+
4.	How many years have you worked as a teacher with this administrator?	0-2	3-5	6-12	13+
5.	Do you have any administrative responsibilities in the school (team leader, dept. head, etc.)?	Yes	No		
6.	Were you hired by the administrator you are assessing?	Yes	No		
7.	Please identify your sex.	F	M		

Feel free to describe below any constructive comments that you believe might be appropriate as the principal assesses his/her administrative skill.

AUDIT OF PRINCIPAL EFFECTIVENESS, COPYRIGHT, 1984, REVISED, 1986
JERRY W. VALENTINE AND MICHAEL L. BOWMAN